

The P. U. S. - Subdivision of Classes.

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I should like to acknowledge the hearty co-operation of those teachers who have undertaken the work of the P. U. S. school. The ^{work} ~~papers~~ of the pupils both in school & families is allowed to be exceptionally good. One year the examiner noted that the unsatisfactory papers were at the rate of 5%. The work of schools & families alike works that the free use of books gives coherence, continually renewed interest to the pupils' work, & the terminal examinations give the opportunity to take parents into the teachers' confidence by sending home the uncorrected papers. These are found to be very interesting indeed to the families of the children. Indeed these papers are, I fancy, sometimes stored in the family archives. In early days comparatively few parents sent postage for the return of their children's examination papers but now most people want their children's work returned. & thus we may congratulate ourselves (all we of the P. U. S.) on the fact that good exceptionally good educational work is being done by ~~every child~~ ⁱⁿ the school. Of the 2000 children working in the school (now across families & now in schools) nearly all the families make good advantage, as do ~~most~~ ^{of} the schools in which every pupil has his or her own books - all the books sets. We are a little afraid that the heads of schools are too generous that they supply the books instead of requiring the parents to purchase them. May I say that almost all parents take pride in getting the necessary books for their children, as it gives them the sense of being an active part in their education.

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To do so gives them a sense of the importance of education that they fail to get otherwise.

The question is sometimes asked - how do our examinations compare with other public examinations. The pupil who keeps up steadily with a Mathematical, Linguistic & Scientific course as well as with that in History, Literature & other Matriculate ^(London) early after a few months study from text books. The Education Department keeps strongly the advisability of making only one leaving examination at 16 or 18 according to the class of school. Should a regulation to this effect come into force the ground is clear for P.U.S. work, until say, the last two ^{or three} terms before leaving. In these schools who wish to take some outside examinations. But in order to keep both teachers & children up to the mark in fundamental subjects a subdivision of classes may be helpful. A headmistress who is doing administrative work in the school has sent me the following ~~table~~ ^{table} of forms

Corresponding ages which tally pretty closely with the classes or divisions of the P.U.S. each of our classes or divisions including three ^{subdivisions} ~~modeling our plan into line with those of other schools~~ ^{division of years are marked by} forms. Thus

Class (or Division)	Age	Class (or Division)	Age
IV	17	II	11
(a) 16		(a) 10	
(b) 15		(b) 9	
(c) 14		(c) 8	
III	14	I	7
(a) 13		(a) 6	
(b) 12		(b) 5	
(c) 11		(c) 4	

If an average age be taken of the forms it will show that the average age is 11.5, some of the

The difficulty which will occur to teachers is that one programme, ~~or syllabus~~, one examination paper ~~for the three subdivisions~~ ^{in each class} for each class covers the three subdivisions.

And this is by no means an accidental or trifling matter of convenience in carrying out the work. It rests upon three essential principles of the P. U. S. — principles upon which the future & vital education depends (a) That the intellectual progress of a child of 8 equals that of a child of 10 or so on for other stages (b) That a liberal education is not possible without a profuse use of books (c) That a child should not be confined to little text-books that he can get through in a year but should read steadily for at least three years in considerable books. This does not apply to this class as common book use is not used. When the question occurs how will it be possible for children to work towards year promotion if the same books are read for perhaps three years. The question of ^{The} Annual Promote examination should be the basis of the form mid-term or marks should occur in the summer term when the school year ends should depend in class II upon progress in English grammar, history, spelling & reading. In class III upon these & prose composition. In class IV upon facility in modern languages, style in English & advance in Mathematics.

Teachers may wish it well to take other subjects or questions such as discipline into consideration but the year's work should be entirely determined by the class mid-term or marks.

The examiner however must be at liberty to exercise a
certain veto, in the way of a plus added to a child's ^{name} classed too low
or a ^{plus} if the child is classed too high. The ^{plus} minus sign would
mean that the examiner considers the scholar fit for the next
higher form while the minus sign would mean that the child is
classed too high. In this way we get twelve subdivisions in the
four classes of the P. U. S., though the annual income & share
depends rather on filices than on age. it will be found ^{that,} in the whole,
that well-brought children move up according to age.
green in the income the ^{best} ~~the~~ ^{examiner's} examination result
could be considered.

It appears desirable to have a special
Class for girls who have been ⁱⁿ ~~in~~ ⁱⁿ the
years in Class (or Division) IV, Rhs. 4th, 5th,
not preparing for any employment, should
wish to take any public examination, ^{there} ~~there~~ ^{there}
devote their last year at school to a syllabus
of work embracing Mother Law, Home Craft, &
Social Service. Before preparing his final
course, I should be glad to hear the result of
some discussion as to what teaching in Home
Craft work and its convenience prior to school ^{at} ~~at~~ ^{at}